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ABSTRACT

Written primarily by Education Professions Development Act (EPDA) fellows in the University of California, Graduate School of Education, Division of Vocational Education, this issue is a compilation of 14 articles on vocational education: (1) Career Education, We May Need to Explain the "Whole Thing" (Tony Pitale), (2) The Historical and Social Base for Vocational-Technical Education Principles (Parker V. Foster), (3) The Myth of Community Control of Schools (Lloyd M. McCullough), (4) The Internship Concept for Doctoral Students in the Graduate School of Education ("Petsalozzi"), (5) USOE--The Pre and Post Conceptions of One Involved Observer (Chris T. Chialtas), (6) Why Didn't They Tell Me? (Ralph Bregman), (7) The Regional Concept for Vocational Education in California Secondary Schools (Parker V. Foster), (8) Interpersonal Relations Achieved Through Simulation (Alan P. Wunsch), (9) Have We Been Following Our Products? (Joseph A. Miller), (10) Evaluation of Vocational Education Advisory Committees (Ralph Bregman), (11) Points to Keep in Mind When Considering and/or Conducting a Field Project under Subcontract (Ralph Bregman, Greg Ohanneson, and Parker Foster), (12) The Imperial Valley Occupational Survey (Greg Ohanneson), (13) Education--A Tool for Welfare Reform? (Frank Santoro), and (14) Humanistic Education (Lawrence A. Johannsen). (EM)

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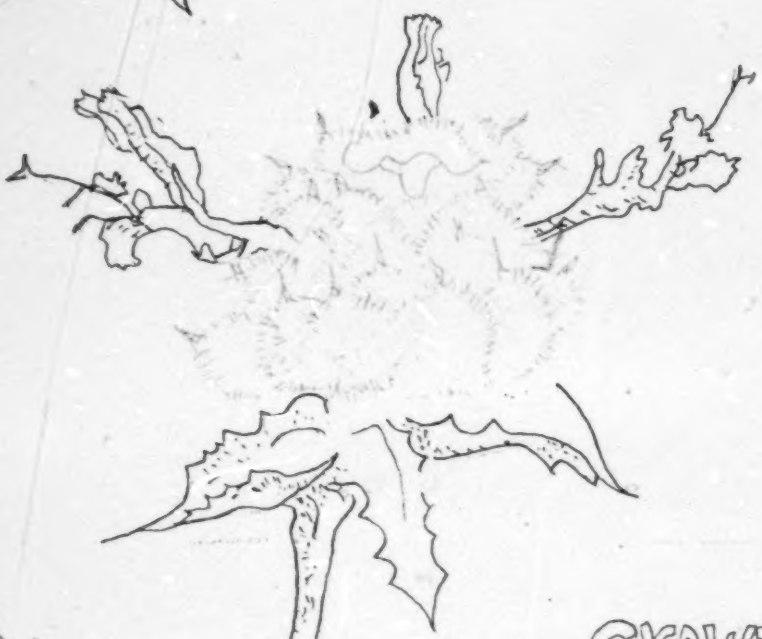

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September 72

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Thistle Sage

An herb used for healing. Color is lavender. Handsome annual which invades the desert areas from the west. The plant is covered with a dense spider web or cotton-like wool and bears large flowers of equisite form and color with lacquered red anthers. The leaves form basal rosettes. It generally occurs in scattered groups on sands and loose soil flats in the western part of the California desert, seldom ranging above 3700 feet altitude. Most common on the Mojave. The common name "Sage" was given the Salvias because of their supposed power of making a person wise or sage. It's from the mint family.

Desert Wild Flowers by Edmund C. Jaeger. Stanford University Press, 1940.

A Letter to All Graduate Students in Education:

Last year was a fairly quiet year as far as students' issues were concerned. The major issue facing both students and faculty was the Graduate Division review of the School's degree programs. GSAE was quite supportive of the structure of the School of Education and of our administration. I think it was particularly appropriate for us, as concerned students, to have participated as we did. We have weathered that storm, and can now deal with some of the more immediate problems that students will face in the fall.

It seems that the most important will be the survival of GSAE itself. Over the past few years, we have been able to effect many changes in this school, but this has come about only through the hard work and effort of the many students involved. If we hope to function as an organization, and if students wish to gain more control over what happens to them in the School of Education, it is mandatory that we "come together" so that we may share ideas, thoughts, and energies.

Something that I, as a specialist in evaluation, would like to see furthered is course and professor evaluation. It seems that in a professional school, the students should take a strong interest in the caliber and content of their courses. We have the manpower, we have the precedent, and we have a model. We need only the impetus.

I am sure that students could also prosper from a more active social schedule. Although we have many diverse areas of interest, I am sure that we can find a common ground in activities such as picnics, ski trips, dances, and theater parties.

The first way to move is to meet each other. For the most part, orientation will provide new students a chance to meet with other new students; it is necessary that all students, new and old alike, get to know each other. Through GSAE students have this opportunity. The GSAE will hold open house in Moore Hall 135 on orientation day and most of the first week of school. We will have a meeting the second week of school to discuss activitees for the coming year. Let us join together so that we may do the things that will make the School of Education a truly worthwhile experience.

The Sage is published by GSAE several times a year so that students have a vehicle for expressing their ideas. The responsibility for production is shouldered each time by a different field of specialization within the school. For this orientation issue of the Sage, the field of Vocational Education was called upon.

Much of the actual work of developing the magazine was assumed by the Education Professions Development Act Fellows in the Division of Vocational Education. The University of California is the host school

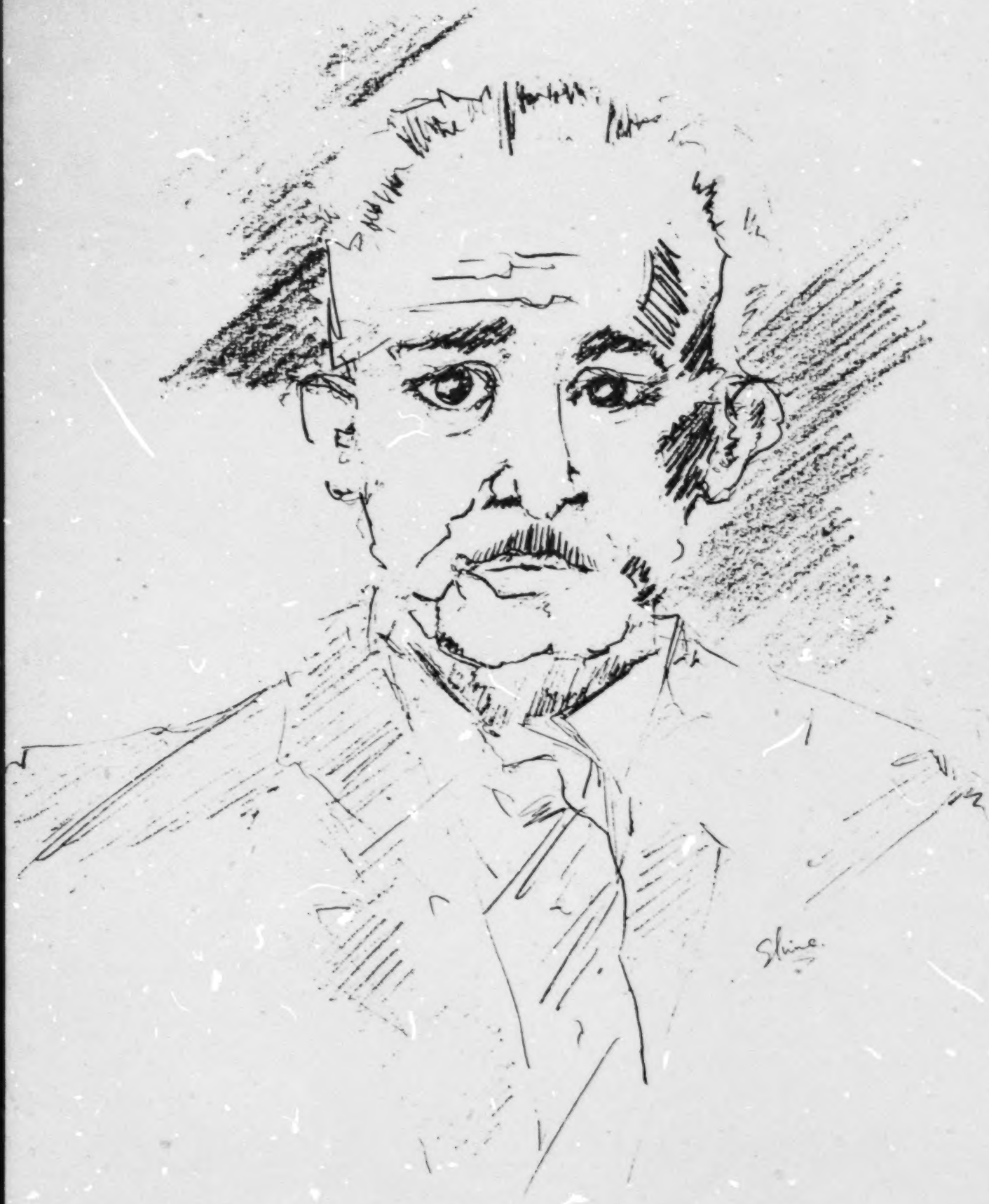
for eighteen EPDA doctoral fellows representing eleven states. Ralph Bregman (New Jersey), Larry Johannsen (California), Joe Miller (California), Greg Ohanneson (California), Frank Santoro (New York), and Al Wunsch (Wisconsin) shared much of the responsibility of putting this issue together.

Our special thanks to Nancy Goff Sartin (Division of Vocational Education Office) for her fine editorial help and to Art Granville (Graduate School of Education) for his helpful advice based upon previous SAGE involvement. Our thanks, also, to Peggy Caton and Farah Sobhani for their diligent help in preparing the copy, and to Pamela Leigh Shine (NSID) for her admirable vision in illustrating the publication.

Dan Roberts

Dan Roberts
Interim GSAE President
September 1972

The authors wish to dedicate this issue of the SAGE to Melvin Lewis Barlow in recognition of the time and energies he has devoted to leading us in the pursuit of excellence.



FOREWORD

For at least 100 years educators have talked about the "New Education" which is at hand, or just about to make its appearance. Always there has been a forward look with new worlds to conquer, and always it has been possible to point to gains of one kind or another. The "New Education" has assumed a variety of forms, stressed a number of special interests, but in its basic form the new education has supported the American Dream of education for all.

Significant growth of high schools began about 100 years ago and slowly enrollment of high school age youth moved toward higher percentages, in some states today above 90 percent. Concurrent with increased enrollment came a diversity of interests among students in high school and the community college. The economy of the nation changed from agrarian to industrial and new forces began to bear upon the school so that it would in fact be a reflection of society.

The concept of vocational (or occupational) education as a part of the school program has grown slowly. Fifty years ago the concept was a good idea, today it is an imperative in education. During the year 1970-71, about 26 percent of the youth age 14-19 were enrolled in vocational education programs. This percentage varied among the states from a high of 55 percent to a low of 13 percent. Work is not going out of style. Becoming established in the world of work is a task that education must face for every student in school.

Many students leave school to enter the world of work without being prepared to do so. Their story is a grim one but it doesn't have to be this way. One of the reasons the student doesn't know the occupational worth of his education is that the school didn't tell him; the reason the school didn't tell the student is that the school doesn't know either. Education must develop a viable role related to the working life of students. But how this role is interpreted seems to become a very traumatic problem for school educators.

Myths have developed about occupational preparation and education. Newspapers from time to time have had articles which say in headline form "Academic or Occupational Education." Such misinformation creates a dichotomy where none exists. The writer, or lecturer, builds his case by creating a phantom dragon and then proceeds to slay the monster with every weapon at hand. The theorists in vocational education, for example, have from the very beginning of the vocational movement in education held that both were important and have been reluctant to choose one over the other. The fact is that we do have a number of well educated persons roaming the streets looking for work. Student graduates of vocational or occupational programs are not unemployed.

If educators can just find the right combination of the so-called academic, liberal, or general phases of education and the vocational or occupational phases we will have embarked upon an educational pattern of great value. Nearly two decades ago Theodore Greene summed it up this way:

> "What is obviously needed is a truly liberal academic community in which the study of art and typewriting, of philosophy and accounting, of theology and medicine, of pure and applied science are, though admittedly very different, judged to be equally honorable and valuable in their several ways. In such a community the so-called liberal disciplines would indeed be liberal because they would be studied and taught with an eye to the total enrichment of the life of responsible members of a free society; and in such a community the acquisition of the vocational skills, from the simplest to the most complex, would be equally liberal because they would be taught, not in a spirit of predatory egoism, but in a spirit of deep social concern for the needs of others and for the common good."

Theodore M. Greene, "A Liberal Christian Idealist's Philosophy of Education," Modern Philosophies and Education. Chicago: National Society for the Study of Education, 1955, p. 119.

Now, as a hundred years ago, what this nation needs is a "New Education" which does in fact place a priority on the student and caters to his every educational need and desire.

Melvin L. Barlow
Professor

TABLE OF CONTENTS

Page	
1	Career Education, We May Need to Explain the "Whole Thing" /Tony Pitale
4	The Historical and Social Base for Vocational-Technical Education Principles/Parker V. Foster
8	The Myth of Community Control of Schools/Lloyd M. McCullough
11	The Internship Concept for Doctoral Students in the Graduate School of Education by "Petsalozzi"
13	USOE--The Pre and Post Conceptions of One Involved Observer /Chris T. Chialtas
16	Why Didn't They Tell Me?/Ralph Bregman
18	The Regional Concept for Vocational Education in California Secondary Schools/Parker V. Foster
20	Interpersonal Relations Achieved Through Simulation/Alan P. Wunsch
23	Have We Been Following Our Products?/Joseph A. Miller
25	Evaluation of Vocational Education Advisory Committees /Ralph Bregman
32	Points to Keep in Mind When Considering and/or Conducting a Field Project Under Subcontract/Ralph Bregman, Greg Ohanneson, and Parker Foster
35	The Imperial Valley Occupational Survey/Greg Ohanneson
38	Education--A Tool for Welfare Reform?/Frank Santoro
41	Humanistic Education/Lawrence A. Johanrsen

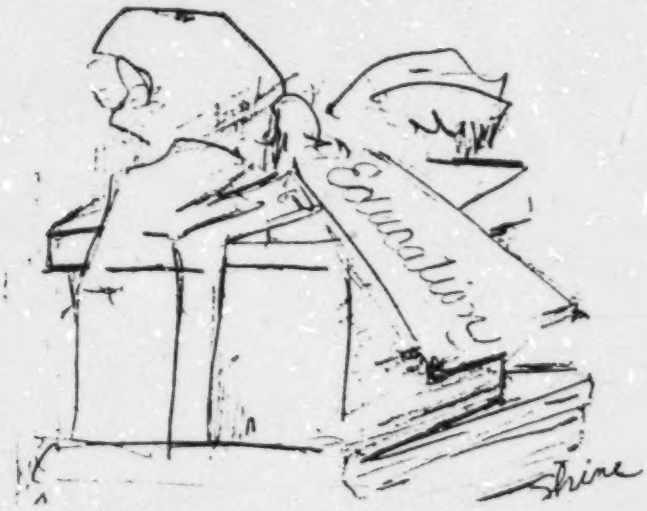
CAREER EDUCATION
WE MAY NEED TO EXPLAIN THE "WHOLE THING"

Tony Pitale

After gaining national visibility in early 1970 in an address by Commissioner of Education Marland, the concept of career education has vaulted into the spotlight among federal education priorities.

With the aid of federal research funds and promotion efforts, this concept has received considerable attention and scrutiny from educators, community leaders, business and industry, and the lay public in general.

As a strategy to promote career education, the Commissioner chose to generally describe the concept he had in mind and to allow the specifics and program characteristics to be created at the local level as needs dictated.



The response to this strategy has resulted in numerous attempts by various individuals at all levels within education, business and industry, and the community to "define" the concept of career education.

While the concept of career education appears to hold great potential for improvements in the American educational system, many attempts to define this concept have, in one way or another, limited this potential. These partial explanations may have already misdirected public expectations regarding the goals of their public educational system. For varying reasons, many people have evidenced ample anxiety over the information that has been generally made available about this concept. Many parents are skeptical that career education will limit rather than expand the alternatives open to their children. Community leaders and officials are concerned about the approximately 160 million tax dollars that will be

spent on researching career education this year.

In explaining its potential benefits, some educators may have succeeded in overselling this concept. This too has been cause for some anxiety and reduced credibility. Alleging racist employment practices by business, industry, and unions, minority representatives claim that career education will not provide valid alternatives unless the societal conditions that face minority graduates are improved. Scarcity of jobs in some occupations has caused many educators to shy away from assuming the responsibility for job placement upon completion of school. The accountability for job placement in these educational programs may rest with a health economy that can absorb the trained graduates of quality programs.

While the need for local administrative innovation and flexibility is important, there is an emerging need for an explanation which may generally characterize the direction in which this concept may influence our educational system. In order to maximize its positive effect, career education must be explained. It should not be expected to offer immediate solutions to social, economic, or other problems outside the realm of educational responsibility.

Many have suggested that career education should re-direct educational program content and process from K to adulthood so that it relates to careers or occupations. They claim that affective, psychomotor, and cognitive skills may be more effectively imparted by relating them to their use in occupations. In this way, career education will result in increased motivation and success in acquiring and holding a job throughout one's working life. The increased emphasis of occupational awareness and preparation, so that it has parity with academic education, is long overdue. This increased emphasis should result in improved occupational education programs. But career education cannot endure the stigma of being identified as just another popular slogan for vocational training.

A serious dilemma seems to be that <u>most</u> definitions of career education promote occupational preparation for many at the expense of a college education. This approach seeks to suppress a formidable social force supporting higher education for everyone.

A closer look at the present method of acquiring the college degree shows that students usually pursue the academic curriculum beginning in ninth grade and, upon graduation, select an occupation such as teacher, engineer or other occupation that requires a college degree for employment. Some students are successful in acquiring the degree and gaining employment in their chosen occupation. However, this system has heretofore rejected most students before the employment phase. Consequently, we have high school and college dropouts as well as college graduates that are frustrated with the need to "get a job" without benefit of related counseling or occupational preparation. The desire

to get a college education seems to be dysfunctional for these people, primarily because of the occupational stipulation that is attached. People usually go to college to be something (such as a doctor, lawyer, etc.,) rather than learn something that relates to their interests.

One solution to this problem may be to separate the occupational requirement of a college education from the learning experiences offered by such higher education. Most people might choose to pursue non-degree requiring occupations if they weren't excluded from getting a college education by doing so. Occupational awareness and preparation should be integrated into comprehensive educational programs at the earliest school years and continue throughout the individual's school experience as necessitated by the requirements of a chosen occupation. However, as a part of career education, all high school graduates should also have necessary knowledge and coursework to gain admission to college, whether their chosen occupation requires further education or not. For example, someone wishing to become a carpenter would acquire the necessary skills, knowledge and attitudes relating to carpentry and upon completing the program would work in that field. If his aspirations include higher education, he should be able to go on to college in his increasing spare time, to learn about political science, music, or other areas of interest while still being employed in his chosen field of carpentry. His career must be defined to include this and other avocational opportunities as well as his occupational preparation which may not have required more than a high school education.

Our educational system must provide more than occupational preparation for everyone. The term career education may be more appropriately defined to include all learning and development which is important to the individual whether at work, leisure, or other human endeavor. While including occupational preparation, career education should not be confined to providing instruction and training related only to an occupational choice. The process and content of instruction must encompass all education--civic, social, language, mathematics, etc., and relate to all facets of human involvement. The concept of career education must address itself to providing a delivery system to meet all learning needs of all people in all communities.

THE HISTORICAL AND SOCIAL BASE FOR VOCATIONAL-TECHNICAL EDUCATION PRINCIPLES

by
Parker V. Foster

The program of vocational education as we know it today, had its origin in the early part of the twentieth century. The causal factors of the vocational movement in education occurred, however, during the nineteenth century, and the historical roots can be traced to very ancient times. The primary purpose of this article is not to probe in great depth the historical roots, nor would I feel qualified to set myself up as an expert historian. It is necessary in any case, to set even briefly, some basic background so we can better understand our present-day position.

The ancient roots can be traced back to:

- o Apprenticeship of Egyptians, Hebrews, Greeks, et. al.
- o The guild movement of the Middle Ages
- o Pestalozzi and experience--related educational concepts of the 18th and 19th centuries

In 1862 the Morrill Land Grant Act was passed and this piece of legislation is generally considered to be one of the most important events ever to have a bearing on American higher education. Inasmuch as it emancipated public higher education from the traditional and classical concepts, and set up programs in "agriculture and mechanic arts," it had a definite effect on the future course of vocational education concepts. This act was followed by the:

- o Hatch Act - 1887
- o Smith-Lever Act - 1914
- o Smith-Hughes Act - 1917

All of which had their own influences on the emerging patterns and principles of vocational education.

During the latter part of the nineteenth century, the need for occupational training produced a number of private trade schools. Although there were many different kinds of trade schools, organized for many different purposes, the schools can be described as belonging to one of three types:

1. schools that offered only trade training

2. schools that offered a combination of trade training and general education

3. schools that apprenticed their students to the boards of trustees in addition to offering trade and general education

In addition to trade schools, a large number of private business schools were organized throughout the nation, and supplied occupational preparation for the business world. Here and there, it was possible to find a few schools offering instruction in agriculture.

A second major development, prior to the beginning of the twentieth century, was the establishment of programs in the public schools known as manual training, commercial training, domestic science, and agriculture. Each represented a protest against the thorough academic orientation and traditional education of the day.

Around the turn of the century, some of the far-sighted people in the manual training area observed that many of their graduates were using the skills and knowledges gained in manual training classes for vocational purposes. This was not the major intent of the manual training program; the proponents claimed educational rather than vocational purposes. However, the manual training leaders were encouraged to develop a separate system of vocational education that would achieve vocational goals on purpose, rather than by accident, as in manual training of the day. Accordingly, in 1906 the National Society for the Promotion of Industrial Education (NSPIE) was formed to promote vocational-industrial education in the public schools.

The work of the NSPIE between 1906 and 1917 created a fabulous period in the history of vocational education. People from all walks of life joined together to discuss the need for vocational education. The program captured the attention of national and state public officials, educators, labor, management, the public at large, and members of Congress. It was a period of intense study during which the needs of society and the economy for trained manpower were reviewed extensively. This was an exciting period in education's history as individuals and groups searched their best judgment concerning the future of the youth and adults of the nation as related to vocational preparation.

The dramatic developments and vocational education's contribution to the general welfare during World War I, the depression years, and World War II deserve hours of discussion. But the essential points are that in peace, in war, in conditions of great economic depression or expansion, vocational education has come to the rescue of the American people. Vocational education has been tested and found to be capable, willing, and able to adapt to the needs of society. Vocational education is the unsung of the American economy.

During the period between 1906 and 1917 the foundations of vocational education were developed in the United States. The many years of concentrated study by the NSPIE probed the depths of social need for a vocational education and helped forge the basic principles. The men and women concerned with the formative period of vocational education were not seeking a "band-aide" for a particular social disturbance, they were seeking a means of strengthening the social and economic fabric of the nation. It is in the records of this formative period of more than half a century ago that we find many of the ideas developing that were soon to be espoused as foundation principles or "truths" for vocational instruction.

Now that we have briefly examined the historical base for a philosophy of vocational-technical education, let us turn for a moment to look at some of the social aspects.

One of the principal arguments for vocational education is that it is a social necessity. In theory, and in fact, it represents an individual's turning point from economic dependency upon the social structure to his independent posture as a productive member of society. This transition can and does affect a person one or more times during his life. Vocational education is truly the bridge between man and his work.

Although the basic emphasis remains constant, the ways and means of achieving the educational goal do change. That is, effectiveness of vocational education in meeting the needs of people depends upon how clearly social change is detected and how wisely this change can be served. In short, it is the nature of the contemporary social setting that has been, and must continue to be, the motivation for change in vocational education. Hence today, we find an interest in a new thrust called "Career Education" - a total curriculum concept, with a capstone of vocational education.

In 1917, vocational education helped youth and adults find a more appropriate place in the world of work--a place better suited to their interests and abilities. A person could go to work easily in 1917 without special training, but vocational education made the difference between just a job and a job for which a person had special aptitude and preparation. Occupational mobility was enhanced because a person was able to "find himself" in productive life.

In 1972, the role of vocational education has changed from something that was good to something that is imperative. Without it, many young people cannot find work. With it, they can be included in vocational education's story of social success. The record contains countless examples of vocationally trained people moving from marginal productivity to an economic status which enables them to sample generously the benefits of society.

In conclusion, I should like to present a quotation from a speech made on the floor of the United States Senate by one of the country's far-sighted legislators:

"Mr. President....I wish to emphasize what I regard as the fundamental purpose underlying this whole measure, namely that it designs through federal effort to blaze a trail which the several states may follow toward greater industrial efficiency and better citizenship for our young men and young women. Its purpose is to stimulate and encourage stronger state action along educational lines, with the central idea of promoting that equality of opportunity which this country owes to all, rich and poor alike.

"In my judgement, the chief purpose of this bill is the formation of character and citizenship...good citizenship is an absolute sine qua non for the general welfare and the common good. I submit, Mr. President, that it can be achieved in no way so well as by vocational education--indeed it is probable that there is no other way in which it can be done at all.

"There is something wrong in any school system which drives the average boy away from school life at the very time when he should be beginning to realize the great importance of education; but that is just what our present system of education does.

"To say that it is the boy's fault is futile. It is the fault of the curriculum of our schools in that it repels rather than attracts the average boy; and we shall never change this until we introduce into our school system a greater measure of vocational education.

"In an educated and prosperous citizenship is our only safety. In my judgment, prosperity can only follow education, and the education which we offer must be the kind boys and girls will accept or it may as well not be offered.

"Vocational education, more than any other agency, will augment and intensify the desire for more knowledge. It will unquestionably arouse into action thousands of boys possessing latent ability and talent, and with their desires whetted for still greater knowledge. Every institution of learning now in existence will become the direct beneficiary of the joint action of the nation and the state in providing, as here proposed, a stable foundation upon which can be built a broader education."

That speech was made by Senator Carrol Page of Vermont on July 24, 1916. My question to you is--has the public school system improved itself very much since that time? It seems that we still hear many complaints about our failures in providing a so-called relevant education to the young people of our country. What formats can improve upon it? Will career education pave the way? And, if so, are the principles of vocational education still sound within the new concept?

THE MYTH OF COMMUNITY CONTROL OF SCHOOLS

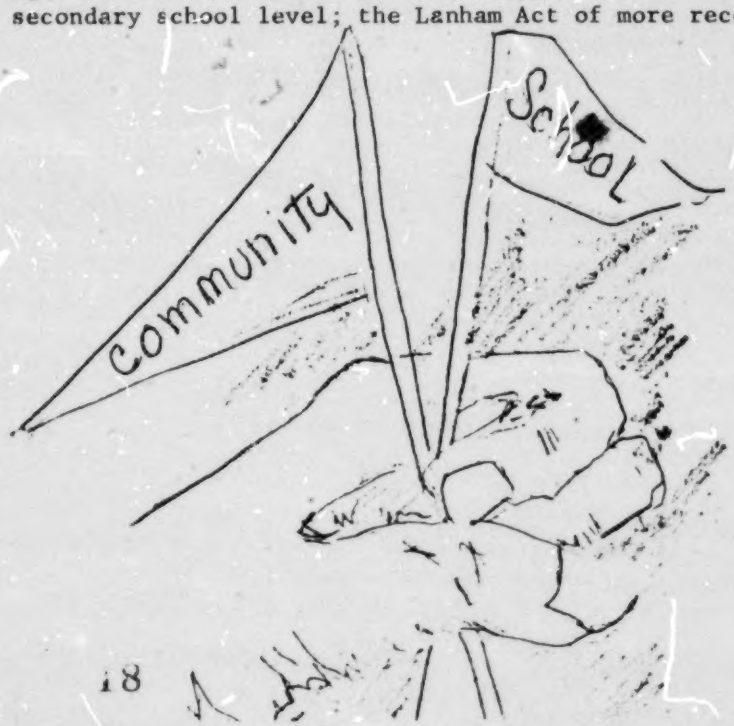
by
Lloyd M. McCullough

Major changes in the organizational power structure of city school systems, especially those found in heavily populated metropolitan areas, have been demanded by civil rights groups, recommended by foundation study groups, and discussed at countless educational and community conferences. Groups demanding or suggesting educational change seem to direct their efforts towards a similar end, the community control of education and the decentralization of administrative authority and responsibility within the school system.

Of the many groups, local and national, advocating community control of schools, the one element that appears to be common to them all is a lack of understanding of the forces that cause relevant change in the nation's system of public education.

WHO REALLY INFLUENCES PUBLIC EDUCATION?

Despite the silence of the Constitution on the subject, federal influences on public education are almost as old as state controls. In fact, the federal influences pre-date the Constitution itself. The Ordinance of 1785 set aside federal lands to be used for school purposes. This law has been followed by much congressional action including: the Morrill Act of 1862 which established the land grant colleges; the Smith-Hughes Act of 1917 which provided support for vocational education at the secondary school level; the Lanham Act of more recent years which



recognized federal responsibility for helping to provide educational facilities in areas affected by military installations and other federal projects; Public Laws 16, 346, and 550 which acknowledged federal responsibility for the education of veterans; and the National Defense Education Act of 1958 in which a total of almost 900 million dollars has been authorized for educational purposes.

The federal courts may have done more than Congress has to create a national policy for public education. Spurlock*, in his book entitled Education and the Supreme Court, analyzed forty-five United States Supreme Court decisions all of which have relevance for public education. Fifteen decisions dealt with the question of State or Federal powers and functions. In 1819, in the Dartmouth College case, the Court held that a charter granted to a private college is in the nature of a contract and cannot be revoked by a state legislature without the consent of the college. The Kalamazoo decision of 1872 held that high schools were public responsibilities to be financed by public taxes.

Fifteen other cases dealt with interpretations of the First Amendment to the Constitution. Another fifteen cases interpreted the meaning of the Fifth and Fourteenth Amendments. Ten of the cases dealt with questions of equal treatment of the races. In 1950, in Sweatt vs. Painter, the Court held that a separate law school for Texas Negroes did not afford them equal opportunities. The Court required the University of Texas to admit a qualified Negro. The Supreme Court's decision on school desegregation in 1954 and the Court's decision on school financing in the matter of Serrano vs. Priest, are further indications of the Court's influence on public education.

HOW REAL IS COMMUNITY CONTROL?

Community control of schools is looked upon by many as one of the most dynamic innovations towards quality education to take place within this decade. Many also see it as the panacea for the social, financial, and administrative problems inhibiting the successful operations of their schools. Ironically, what the community fails to realize is that community control of schools is nothing more than a non-existing frustrating myth. Very few, if any, major educational changes are made at the community or central board level of school administration. This belief, in a number of cases, has caused some citizens to feel that any attempt by district school board members, administrators, and politicians to prevent community control of schools is an attempt at preventing their children from achieving academically. The affects of these feelings can be seen through negative attitudes towards school bond issues and through the stepped-up efforts of some community people to physically destroy the schools located in their communities.

COMMUNITY'S ROLE IN CHANGING PUBLIC EDUCATION

It cannot be denied that the public schools of this country have always operated within a framework established by the various states, and that federal influences of some kind have always prevailed. Furthermore, state controls over schools have strengthened and federal activities in education (widely dispersed among many agencies) have multiplied in recent decades.

Community people should strive to remove themselves from environments of frustration caused by struggles with the central board in their quest for community control of schools. The controls that the central board exerts are nothing more than adherences to state and federal educational policies and to mandates handed down by local, state, and federal courts on policy matters pertaining to public education.

Community energy should be directed towards becoming a part of the political machinery that has proven, throughout this country's history, to be the influencial force for relevant change in public education. Witness the recent teaming effects of the citizens of South Central Los Angeles with the political forces necessary to bring about change in the Small Business Administration's methods of handling earthquake disaster loans. These community people, working in concert with local, state, and national politicians, were able to receive the same loan benefits as other communities, after initially having these benefits denied them.

A similar team approach should be used towards understanding the impact of federal aid to education in community schools and to assure that relevant changes in community schools are brought about through federal, and state finances being properly spent in the educational areas of their authorization. Relevant changes in the quality of education in community schools can also be made if teams of community people and politicians strive to assure that the decisions of the Courts are properly implemented in each community school.

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*Spurlock, Clark. Education and the Supreme Court. Urbana, Illinois: University of Illinois Press, 1955.

THE INTERNSHIP CONCEPT FOR DOCTORAL STUDENTS IN THE GRADUATE SCHOOL OF EDUCATION

by
"Petsalozzi"

We contend in this article that the Graduate School of Education, UCLA should initiate a mandatory "Internship" requirement for all doctoral students in education. Two influences which might prove powerful arguments for this contention have recently come into focus at UCLA. The first of these influences is exemplified by the presence of 18 doctoral fellows who are sponsored under the Education Professions Development Act of the 1968 Vocational Education Amendments. These fellows (EPDA awardees) are part of a larger family of such students who are distributed throughout a dozen or so universities representing all sections of the continental United States. A unique feature of this nation-wide program is the mandate for an "on-the-job" internship for each awardee.

At first glance, the traditional academician might ask himself, "why the need for such an internship?" This question is particularly relevant because EPDA awards are tailored for the experienced educator who is usually returning to a college campus after several years in the active "world-of-work" (i.e., in teaching or in administration). Indeed, the median age of the UCLA group is about 37 years. Therefore, on the average, they have all had upwards of 10 years work experience (both educational and industrial) before entering the Graduate School of Education.

Despite the abundance of prior experiences among the group, nearly all have eagerly grasped at the opportunity to broaden their outlook through participation in one or more non-classroom intern experiences. UCLA, with its vast resources, is quite naturally a focal point for vocational education activities of a local, state, and even national scope. By virtue of these resources the fellows have had the chance to be involved in on-going projects throughout the greater Los Angeles area, in California, in several of the Western states, and some extended service in Washington, D.C.

Even to educators who have had many years of past "firing line" experience, these internship assignments have been of immeasurable value. In every instance they have worked in such new (for them) situations as teacher educators, assistant directors in educational research and evaluation projects, and as part-time staff members in either the California State Department of Education or the U.S. Office of Education.

A major influence that could profoundly effect the UCLA program are the philosophical concepts embodied in what is now generally being called "Career Education." While the overall implementation of career education

is subject to various interpretations, there are certain foundations that seem implicit. Essentially career education seeks to break down artificial barriers that have developed in education. It seeks to blend academic development with practical skills. It seeks to provide some form of appropriate work experience for all students at all levels. It seeks to obtain participation by the "business world" in the educational preparation for vocations.

Career education suggests that throughout a person's educational experiences (kindergarten - adult life) a general theme of "careerness" should be present. The theme changes in emphasis and in focus as a person matures, but the important thing is that the theme is always there. Furthermore the average adult working person can expect to change jobs six or eight times during a 40 year work life. In education, practices and settings and organizational structures have undergone constant change over the years. Thus, the need becomes apparent for educators to keep abreast of their actual working world of education. What better way is there for a doctoral student (whatever his age and experience) to do this than through an internship outside the usual university context?

These educational movements which have been described should serve as catalysts for the development of a general internship requirement for all doctoral students in the UCLA Graduate School of Education. Many details would have to be worked out, it is certain. We who have been a part of the school would like to see it remain as one of the best of its type in the country. The internship experience could be one factor that would contribute to a continuing emininence of the UCLA graduate school in the national education scene.

USOE--THE PRE AND POST CONCEPTIONS OF ONE INVOLVED OBSERVER

by
Chris T. Chialtas

Washington, D.C., has long held a certain out-of-reach fascination for this student of vocational and career education. Here is the place where far-reaching decisions are made! Where millions of dollars are channelled for education, and for vocational and career education in particular! Where the action is! Where the big names are!

The reader can perhaps understand the elation, awe, and gratitude one would experience at being handed the opportunity to become even a brief part of it all. So it was that in March, 1972, I was asked to take on a three month internship with the newly organized "Curriculum Center" within the Bureau of Adult, Vocational and Technical Education (BAVTE), U.S. Office of Education.

I had less than two weeks to provide for the mechanics of the obvious decision--the travel arrangements, the bowing out of obligations and program ties as gracefully as possible, and the making of necessary promises not to fall behind on my Ed.D. PERT chart. People were most helpful.

It was during the covering of these several bases that rigormortis set in. "Oh, you'll learn a great deal working with THOSE TYPES!" "So, you're gonna be a part of the BUREAUCRACY for a while, huh?!" "You'll really get a chance to get involved in POLITICS, won't you?" "Be sure to tell me how it was trying to move THE ROCK!"

Suddenly I had visions of being swallowed up by the whole unknown thing. And the decision was made.

I arrived in Washington, D.C. on April 1st at 5:40 P.M. armed with pre-conceptions, insecurities, and defense mechanisms enough to last a good three months. At 6:15 P.M. I was already at work along with my new and immediate boss, the Director of the Curriculum Center for Occupational and Adult Education. She had stayed after hours, not surprisingly as it turned out, to help meet an important Bureau deadline.

"Well, here's one dedicated person, anyway, I thought." So I looked for more. The next morning I met the Associate Commissioner of the Bureau, our common boss. "And, here is another."

During the ensuing three months of what was to become a very rewarding learning experience for me, I came to meet and work with many

more people within BAVTE, the other bureaus within USOE, and elsewhere within the Department of Health, Education and Welfare.

I take this opportunity to provide one involved observer's perspective to some popular conceptions of the educational workings at the national level:

1. Based upon the sampling of persons with whom I worked, I believe that the overwhelming majority of those effecting educational change at the national level, and particularly within the Bureau of Adult, Vocational and Technical Education, are highly dedicated and capable public servants.

2. Yes, education at the national level is a "big rock," heavy and often un-wieldy--but because of the immense and ponderous job that has to be done.

3. There have evolved three major approaches to moving the rock, and persons within the educational structure subscribe to one or a combination of these. They are lightheartedly analogized as follows:

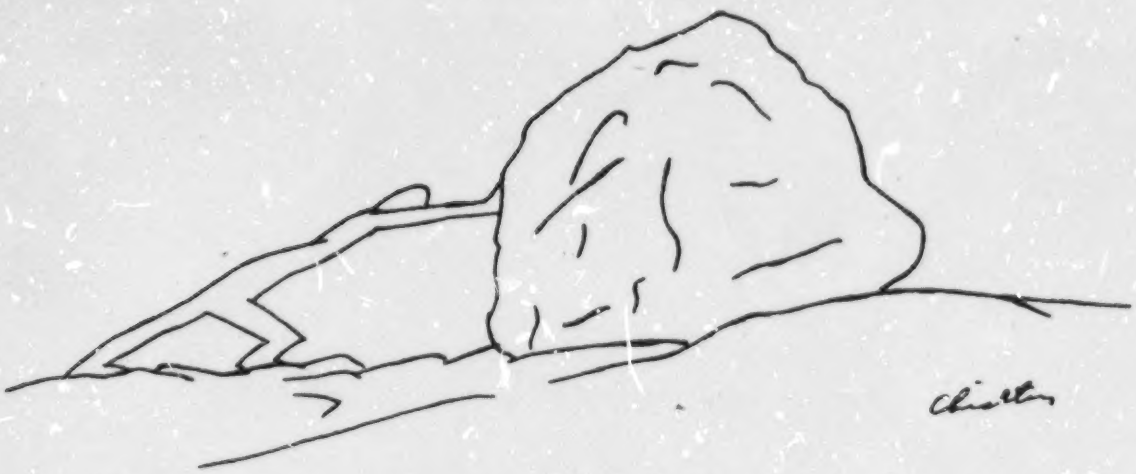
   a. THE HERCULEAN. This approach is strictly orthodox and involves pushing with all the might one's expertise and dedication can muster. This method works but is wrought with dangers. The strain is enough to buckle even the strongest at times and at any level. Moreover, the entire structure is periodically traumatized as the rock jerks and stops from the effects of inertia and friction.

   b. THE ARCHIMEDEAN. Here overcome with the application of a little leverage at appropriate points of the rock. Success or failure of this approach is directly related to the accuracy in gauging the necessary amount of energy or force to be applied. Once moving, the rock may begin to roll! But it could go too far before being stopped.

   c. THE NEWTONIAN. In this approach the removal of obstacles and the careful digging at the base of the rock in the direction of desired movement allows the force of gravity to take effect. The rock moves of its own weight.

4. Each of the above approaches is effective in moving education at the national level. No single approach is better than the others. In fact, all three seem to be collectively the best way to proceed. Education needs a push; pressures need to be applied; and some paving of the way is often in order.

Three months was certainly not time enough to learn everything about USOE or even one bureau within it. It was, however, time enough to find some perspective and to develop many positive feelings regarding the work being done there.



WHY DIDN'T THEY TELL ME?

by
Ralph Bregman

Have you ever asked your family or friends why they had not encouraged you to take courses in high school that would have developed marketable skills for employment? The question has been asked by many high school students after graduation--after they suffered the indignities of being rejected at job interview after job interview. Those graduates who did obtain employment found, all-to-frequently, that they possessed the interest and ability for far more demanding job tasks but they lacked the skills to compete for the more sophisticated opportunities.

Without examining the reasons why more emphasis has not been placed on preparation for employment, let's briefly explore what happened to some grads who lacked job preparation.

James Plusch, a former graduate student at UCLA, studied what happened to students who lacked job preparation upon graduation from high school.* All Students (302 males) in the study secured some form of employment after graduation.

Most found employment in the areas of manufacturing, wholesaling and retail trade. In fact, these three areas employed more youth than the rest of the total local labor market combined. On the other hand, finance, insurance, real estate, and particularly government, employed far less than what might be expected from the number of people respectively employed.

Was getting a job enough? Not so for the grads in the study. Of the 302 males, 270 had accepted entry level unskilled jobs. It is not

surprising to find, therefore, that 60% of the 270 indicated dissatisfaction with their employment by wanting to improve their vocational status by better pay, a job they like, or a job with a better future. They offered the following opinions (20-21):

> "There are jobs at the bottom, but they aren't much to brag about."
>
> "There are jobs at the bottom, but good ones require an education."

The remaining grads had a variety of other reasons most of which also indicated dissatisfaction with the job.

Individuals usually recognize that just getting and holding an entry level job is insufficient. They begin to think about their future vocational aspirations and how to achieve same. When the graduates were asked about their vocational goals, 130 said they wanted to become either professional or skilled worker or foreman. To further support the theme of job discontent, the graduates said that such training as trade-technical, business, police science, and sales must be completed before they could achieve their next vocational goal.

For the Johnies who ask "Why can't I read," high school students can now add--"Why Didn't They Tell Me?" To get a job is one thing but getting a job that I like by having the needed occupational skills is another.

Plusch's 1965 study is not only relevant today but more meaningful. If a person works 40 years from age 20 to 60, he will have invested approximately 76,000 working hours. Isn't it reasonable that he should expect to receive in school employment preparation so that the "good life" can be extended into <u>his</u> working day.

*Documentation for this article came from a study by the late Plusch, James O., <u>The Consequences of Graduating from High School without a Saleable Skill</u>. UCLA: School of Education, Department of Vocational Education, 1965. The study was made of 302 males who had graduated in June, 1963, from five high schools in Long Beach Unified School District, California.

THE REGIONAL CONCEPT FOR VOCATIONAL EDUCATION IN CALIFORNIA SECONDARY SCHOOLS

by
Parker V. Foster

Vocational education is rapidly becoming central to the total purposes of public education. The Vocational Education Amendments of 1968 represent a mandate from the American people--a mandate expressed by Congress to provide vocational education for all people and in all communities of a state. In the final analysis, and in concert with the federal concern, the occupational preparation of individuals depends largely upon what the local citizenry wants or needs.

In keeping with the desires of local school districts to provide adequate vocational training for secondary students, a new concept is gaining very rapid acceptance in California. This concept is the banding together of two or more continuous school districts to work with each other in regional planning and cooperation. This has manifested itself in two types of formats. One is called the Regional Occupational Center (ROC), and the other is the Regional Occupational Program (ROP). In the ROC all area vocational programs are housed in a single physical unit, centrally located for the service area. In the ROP the various vocational programs are offered at a number of locations (either school or storefront-type) throughout the cooperating districts.

Since many of the students in the UCLA Graduate School of Education are interested in secondary level instruction, the author felt that a brief overview of the status of ROC/ROP's--relative to secondary education, might be helpful.

In connection with a recent survey of California secondary schools, for the State Department of Education, and relating to health careers education, the author had occasion to determine the relative importance of the ROC/ROP concept to the total state secondary instruction. The reader might find it interesting to note that there are about 360 secondary school districts serving the 58 counties of California. In the health careers survey it was found that there are also 21 Regional Centers that presently offer health training. Of the 360 secondary districts, 66 reported that they offer health careers training within their own schools. On the other hand, the 21 ROC/ROP's have between 50 and 60 other secondary schools who feed students to them.

The point is that the regional programs, which are only a very few years in existence, already are showing signs of being the dominant factor in California's vocational education. This may be as it should be. A regional consortium, with special taxing authority, can obviously often provide more viable programs than can a single, relatively small secondary

district. Many of the large urban districts too are actively involved in ROC/ROP participation, and are thus able to provide a wider and a more in-depth curriculum than before.

The regional concept is new and is still evolving. Consequently, those readers who are interested in California secondary education--and specifically in vocational education--are urged to watch this dynamic and increasingly important segment of our public school system.

INTERPERSONAL RELATIONS ACHIEVED THROUGH SIMULATION

by
Alan P. Wunsch

The business education curriculum had one main objective when it was introduced into the public high school--to prepare students for entry-level office jobs. The preparation of students for entry-level office occupations today is still considered a major objective of business education at the secondary level.

Preparation for entry-level office occupations has traditionally been conducted through conventional classroom instruction. In such a classroom the primary relationship is between the student and the teacher. Essentially, the students do not interact with one another in an office interpersonal setting. Accordingly, they are denied the planned opportunity to experience meaningful interpersonal relations.

On the other hand, office staffs which business education graduates join after they leave school operate as teams. Here office workers experience interpersonal relations everyday. The initial success of the office worker and his ability to advance will depend in large measure upon his ability to interact effectively with others in the office.

Recent innovative programs in business education, brought about by the passage of the Vocational Education Acts of 1963 and 1968, have made an effort to overcome the apparent learning weaknesses mentioned. Simulation in business education is one of these innovative programs. A principle objective of simulation for high school business education students is to have the student acquire the necessary interpersonal relations that make for success in office occupations.

When developing a model office simulation with the principal objective being to improve favorable interpersonal relations, certain criteria must be established. These criteria may be stated as follows:

1. Interpersonal relations must be the principal component of the simulation. Provision must be made for students to interact with others in an office interpersonal setting so that they may work and communicate effectively with one another.

2. The simulation must be as realistic as possible. Realism can best be accomplished by simulating an actual business operation in as many areas as possible.

3. Originality must play an important part in the simulation. Model office simulations, currently in use, must not be copied in an effort to maintain simplicity.

4. The simulation must be interesting. Students must be motivated to participate in the simulation and to be enthusiastic about its operation.

5. The simulation must be unstructured. Provision must be made to allow for unawareness of events as they take place. Students must be made to cope with a situation without prior knowledge of the situation occurring.

In order for the business education teacher to determine if the model office simulation developed has, in fact, improved interpersonal relations, the simulation must be evaluated in terms of meeting the established objectives.

A valid and reliable instrument for measuring interpersonal relations, such as the Survey of Interpersonal Values,* may be used for this purpose. This instrument is intended for grades 9-12 and is designed to measure the relative importance of six factored interpersonal value

dimensions. These values include both the subject's relations with others and others with himself. The six dimensions are:

1. Support--being treated with understanding, encouragement, kindness and consideration.

2. Conformity--doing what is socially correct, accepted and proper.

3. Recognition--being admired, looked up to, considered important and attracting favorable notice.

4. Independence--being able to do what one wants to do, making one's own decisions, doing things in one's own way.

5. Benevolence--doing things for other people, sharing and helping.

6. Leadership--being in charge of others, having authority or power.

By administering a pretest on interpersonal values before the model office simulation actually begins; and then administering the same test as a post-test after a stipulated period of time, the business education teacher can, through the use of applicable statistics, determine the gain in behavior modification in interpersonal relations as a result of using the model office simulation.

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* Oscar K. Buros, Personality Test and Reviews. The Gryphone Press, Highland Park, New Jersey, 1970, p. 1194.

HAVE WE BEEN FOLLOWING OUR PRODUCTS?

by
Joseph A. Miller

Products which are manufactured for sale have a built-in evaluation component. This factor is whether or not the item sells and continues to sell. In other words, does the article have the features that buyers are looking for? Does it live up to their needs and expectations so that they will come back for more or recommend it to others? This quality must be exhibited by a product to a fairly strong degree or it is recognized as an unprofitable venture and discontinued or redesigned.

Perhaps unfortunately, the successes or failures of the products of our schools (our students) are not so easily determined as are those of a manufactured product. Surely we have all heard of, and are probably personally acquainted with, alumni who "made good." But what percentage is this of the total output? What about all of those that we have not heard about? How many graduates of any given school program actually feel that what they learned in school really benefitted them? How many of them have been able to put to direct use that which they were taught in school? How many have even been able to gain employment in the area in which they received their training?

To phrase these questions in terms of a comparison with the manufactured product, do our graduates have the features that employers are looking for? Do they appear attractive to them? Do our students live up to what is expected of them so that employers will come back for more repeat business or recommend our products to others?

So far, there are very few organized programs for student follow-up. However, the need is becoming more and more recognized. This is especially true in light of today's increased emphasis upon our schools' showing greater accountability for the utilization of ever-increasing numbers of tax dollars.

Legislators have already demonstrated their feelings on the subject. Much rumbling has already been heard. Local administrators of vocational education programs involving well over one million students in California are required to report the results each fall of follow-up studies of the previous year's graduates.

Why should we wait until we are mandated by law to do something which we know we should already be doing? The potential benefits of follow-up studies are manifold: they aid in program evaluation and program planning, they provide help in counseling and job placement of future students, they provide better proof of accomplishment and show better utilization of and accountability for valuable tax dollars.

However, the greatest benefit is the provision of adequate and relevant education for the products of our institutions, our students.

EVALUATION OF VOCATIONAL EDUCATION ADVISORY COMMITTEES

by
Ralph Bregman

In recent years, the growing pressure for school decentralization has brought about a renewed interest in school-community advisory committees.

Vocational education has long championed the use of advisory committees. The committees' activities have not, however, always approached their potential. In an effort to provide information that might help upgrade the performance of advisory activities, a task force was called together at Temple University, Philadelphia, Pennsylvania in the Spring of 1970. The task force prepared several evaluation instruments on distributive education advisory committees. (Distributive education is a discipline within vocational education usually taught in the secondary school.)

The following evaluation instrument has been edited for use by other vocational disciplines. The instrument was designed for one phase of advisory structure, how the committee was organized and how it tended to its functions. As vocational personnel gain maturity in working with advisory committees it is hoped that the content and usage of such an instrument will be refined.

Vocational Education Advisory Committees

A vocational Education advisory committee is composed of a group of people representative of the school, business and community. The primary function of this committee is to give advice that may be used to improve, develop and expand a particular phase of the vocational education program. Responsibility for the organization and administration of an advisory committee should rest in the hands of the vocational education teacher-coordinator concerned with the specific vocational discipline for which the committee is formed.

The needs and objectives of vocational education vary in every community. Consequently the important issues with which the advisory committee is concerned will also vary. The advisory committee's major areas of responsibility usually include, but are not limited to: a review of instructional content, aid in placement of students, provision of career information, and assistance in selection of materials and equipment for classroom use.

Forms to be used in evaluating Advisory Committees follow.

EVALUATION OF THE ORGANIZATION OF FUNCTIONS
OF A VOCATIONAL EDUCATION ADVISORY COMMITTEE

DIRECTIONS: Three separate evaluations should be made. It is recommended that the Vocational Education Advisory Committee be evaluated by individuals conversant with the problems and objectives of the vocational discipline with which each particular advisory committee works. The members of the evaluation committee should include:

1. One member of an advisory committee (not necessarily a member of the advisory committee to be evaluated)

2. The teacher-coordinator

3. A school administrator

The instrument can also be effectively used in self-evaluation.

ORGANIZATION

A. MEMBERSHIP--is based on the needs of the particular program. Therefore, in testing the adequacy of membership, evaluators should look for five to twelve members. The size of the program and community will have a relationship to the number and composition of the committee.

B. REPRESENTATION--Members should have had recent, successful, first-hand, practical experience in the field they represent. This statement implies representation from the community, school, management and labor. (Members from the business community should be engaged in a business that represents a specific vocational discipline, i.e. office manager can represent business education.)

C. MEETINGS--It is suggested that the advisory committee meet two or three times a year, but that the number would vary depending upon local situations.

D. CRITERIA--The test would be a simple question: Were the criteria followed?

CRITERIA OF ORGANIZATION
OF VOCATIONAL EDUCATION ADVISORY COMMITTEE

Directions: Place a check mark or number in the appropriate column
(Provide comments if "NO" is checked)

		YES	NO
a. MEMBERSHIP	Size of committee		
	Minimum membership is maintained for needs of particular program (See page 1)		
	Comment if "NO" is checked		
b. REPRESENTATION	Number of representatives from the following are on the committee: LABOR		
	MANAGEMENT		
	CIVIC		
	SCHOOL		
	List Other		
	Comment if "NO" is checked		
c. MEETINGS	At least two or three meetings held (Minimum for needs)		
	Comment if "NO" is checked		
d. MEETING ARRANGEMENTS	Agenda mailed		
	Schedule Set Up		
	Chairman		
	Secretary		
	Minutes Kept		
	Other:		
	Comment if "NO" is checked		

(Over for additional comments)

EVALUATION OF FUNCTIONS OF THE
VOCATIONAL EDUCATION ADVISORY COMMITTEE

SPECIFIC CRITERIA OF FUNCTIONS (Provide comments if item asks for description or if "NO" is checked)

	YES	NO
1. The Vocational Education advisory committee functions in an advisory capacity on policies and procedures involving the following:		
o Work station standards		
o Hours of work--amount and time of day		
o Student rating sheets		
o Withdrawal of work privilege of students absent from school		
o Public information		
o Other (Please describe)		

Comments:

2. The Vocational Education advisory committee helps in the development and/or review of instructional content area of the discipline which it advises. List specific areas in which aid was given.

3. The advisory committee made specific recommendations in the following areas:

o Facilities (Room)		
o Equipment		
o Supplies		
o Layout		

If yes, please explain.

	YES	NO
4. The advisory committee assisted in the placement of students. If yes, to what extent (number, frequency)?		
If "NO", provide comments.		
5. The advisory committee aids in securing speakers, field trips, and instructional equipment.		

	NUMBER REQ. BY VOC. INST.	NUMBER SUPPLIED BY ADVISORY COMM.
Speakers		
Field Trips		
Instructional Equipment		
Other_____ (specify)		

Please explain the difference in numbers.

6. The advisory committee evaluates the vocational program discipline annually.		
If "NO", please explain.		
7. Written recommendations of the Vocational Education advisory committee are available.		
If "NO", provide comments.		
8. The recommendations from the previous year were followed by the current advisory committee.		
If "NO", provide comments.		

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POINTS TO KEEP IN MIND WHEN CONSIDERING AND/OR CONDUCTING A FIELD PROJECT UNDER SUBCONTRACT

by

Ralph Bregman
Greg Ohanneson
Parker Foster

The comments which follow are keys or indicators which convey our post-hoc impressions of important points of which to be aware when conducting and/or participating in a research project of the type in which the authors were involved (Imperial Valley Occupational Survey-IVOS-Bregman, Ohanneson, and Foster). This project may be typed as a contracted field study, formative regarding administration of vocational education, and summative regarding results of vocational education. The authors were third party participants. The project proposal was written and funded prior to third party employment.

While the following items were of concern to us, perhaps not all of them are generalizable to every field study. Furthermore, there are undoubtedly some field projects of different types that might require additional considerations.

Some Suggestions Regarding Entry Into System

- Determine the real purpose of the project--ascertain both surface and hidden agendas. Carefully analyze the stated goals and objectives--are they realistic? Are they performable?

- Contractor and contractee should arrive at a mutual understanding of assumptions, taking nothing for granted.

- Contractee should collect surface data before a commitment is made--get negative as well as positive impressions. There are always detractors, identify them and talk to them.

- Closely analyze the budget, determine who controls it, how much flexibility there is within it, what are its constraints, how much control does the contractee have over it?

- If proposal has been written, or if documentation is available, obtain a copy and analyze it before-hand; request any related supplementary documents. Discuss possibility of revisions due to time, budget changes and/or stated restrictions.

- When appropriate, there should be shared decision making with the system regarding the how, where, what, when, and who of data collection.

- Know who your de facto boss is--determine in advance, as best you can, know well you can work with him.

- Enter the organization as close to the top of the system as possible. Determine the degree of cooperation and support at that level, and attempt to maximize that cooperation before data gathering.

- Prospective research team members should discuss and develop their team relationships regarding both task goals and interpersonal goals.

- Ascertain the "political" ramifications of project recommendations and conclusions for prospective "benefactors" (and of those who might also be hurt). Watch out for interorganization personality conflicts and for empire builders who are more interested in increasing their span of control than in doing their jobs.

- Office accommodations, facilities, and equipment should be available at the initiation of project. Get a good secretary.

Some Suggestions Regarding Process

- Continue participatory data gathering and feedback; keep all involved individuals informed.

- Secure active involvement of director:
  ...he can run interference to minimize problems and provide easier access to resisting individuals.
  ...An effective director will delegate considerable amount of responsibility and authority to make decisions to the third party participants.

- o Involve as many internal and related external elements of the system as possible in order to obtain broad based support.
- o Whenever possible, survey instruments should be pilot tested.
- o Establish a PERT chart for timing and review it at key intervals.
- o Maintain constant surveillance of the budget.
- o Any request by third party participants for expenditures or reallocation of manpower should be well documented.

Some Suggestions Regarding Product

- o Attempt to write the report as an ongoing activity rather than attempting to put it together at the end of the project.
- o Leave sufficient time towards the end of the project for "massaging the data" and for several rewrites.

ALWAYS BE ALERT FOR SITUATIONAL CHANGES. NEVER HESITATE TO ASK QUESTIONS; NO ONE IS AN EXPERT ON ALL ISSUES. DON'T NECESSARILY TRY TO DO IT ALL BY YOURSELF.

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THE IMPERIAL VALLEY OCCUPATIONAL SURVEY

by
Greg Ohanneson

The purpose of this article is to describe some of the aspects of an unusual study that was recently made in the Imperial Valley of California by a group of UCLA doctoral candidates. The Imperial Valley Occupational Survey (IVOS), although local in nature, embraced an entire county including all seven of its high schools and its one community college.

The Imperial Valley of California is a unique area for many reasons. It is relatively isolated from the rest of the state's population. It borders on Mexico and has a high influx of residents and workers of Mexican citizenship and ancestry. It is predominantly rural. It has a high unemployment rate. The working population is decreasing in number rather than increasing, contrary to the rest of the state. The high schools are all relatively small (from 200 to 1,500 students), and are geographically separated. Each comprises a single local school district.

Recognizing that the problems listed above were built-in inhibitors for strong vocational programs, a consortium of district superintendents commissioned the IVOS study. The intent of this study was to develop components for the improvement of vocational education on an area-wide basis. The proposal for the study charged the research team with the responsibility of collecting data, evaluating the data collected, and making any needed recommendations with regard to the three general areas--vocational administration, vocational curriculum, and vocational guidance. The research team was composed of three Education Professions Development Act (EPDA) awardees.

The Dean of Vocational Education at Imperial Valley College directed the project; all seven superintendents of the local high school districts actively supported the work of the study. Their support assured collection of demographic data, copies of school organization and district vocational plans for vocational education and their submission to the research team. Release time was made available by each school for key vocational teachers and counselors; these persons, in turn, administered questionnaires, conducted school facilities surveys, and generally helped provide the research team with a clear insight into the local vocational picture. Through these local participants in the survey and through regularly scheduled meetings with the superintendents, constant feedback was maintained with the schools.

In order to maximize the total research effort, the support and assistance of numerous other local, regional, and state agencies was

solicited. The project had the active support of the county superintendent of schools and his staff, of the local Department of Human Resources Development, of the local CAMPS office, and of local businessmen who comprised the several vocational advisory committees with which the IVOS research team was in contact. Regional Supervisors of vocational education submitted important program recommendations based on their field experiences in the Imperial Valley schools.

The director of the area's Regional Advisory Council for Vocational Education worked extensively with the research team and shared information previously collected.

Through their various advisor and faculty contacts, the associate directors of IVOS were able to tap the wealth of information and research resources available at the University of California. Valuable information was obtained from library searches, guidance experts, research specialists, and specialists in the fields of educating the disadvantaged and minority students.

As a result of all this cooperative and coordinated effort, the IVOS report was extensive, complete and influential. It encountered little local resistance. Based on the research, three strategic recommendations were made. First, "a centralized independent organization must be established to help develop and/or administer all interdistrict occupational education in the valley." An areawide organization was seen as an administrative answer because the small size of the school districts and their relatively limited finances seemed to limit development of vocational programs by any other means. Second, "local vocational courses should be organized into occupational clusters which, in turn, should relate to statewide projected manpower needs." Such indicators as a 50% decrease in agricultural employment (the main industry) over the last ten years, and extremely limited industrial job prospects, emphasized the need to relate vocational training to a broader geographical area than the immediate locality of Imperial Valley. Third, "vocational guidance must be given greatly increased support." Very little occupational guidance was taking place in Imperial Valley High Schools. There was a critical need for local guidance programs to prepare local students for both occupational and geographical mobility.

The uniqueness of this project stemmed from the convergence of local, state, and related educational resources and talents into a task oriented unit which appeared to make maximum use of all inputs to produce a timely document of extreme local significance. A key impression of the research team is that, perhaps, the means of developing the data (cooperatively) was more important than the data itself, or the resulting recommendations. Recent correspondence with the Dean of Vocational Education at Imperial Valley College (eight months after completion of the survey) has indicated the success of the IVOS project:

"The IVOS study was not just a study that died when it was completed; but is now being carried forward as an operational unit under the Imperial Valley Occupational Programs designation."

The author feels that the positive effects of this project are primarily a result of the widespread involvement and cooperation which was achieved.

EDUCATION--A TOOL FOR WELFARE REFORM?

by
Frank Santoro

Educators must have the foresight to see emerging needs in society and facilitate programs and legislation to meet those needs. More commentary is needed from educators, especially those having positive experience in employment preparation and placement, about the economic, social, and political developments in America today.

An area of social concern today is welfare reform. We hear legislators, sociologists and professional social workers comment on proposed reform programs. Is it not also a major concern of education?

Few will disagree with the notion that financial assistance to people as direct subsidy to exist is a poorly conceived and managed operation in the U.S. today. This is not because there are no individuals who need and deserve public assistance, but rather because increasingly large numbers claim benefits only because it has become a convenient source of funds.

Certain educational institutions in this country have parallels with our welfare system in that money is parceled out to people who are in dire need of assistance. The distinguishing characteristic of these institutions is that they demand that the recipient perform some behavior having positive implications for a successful and rewarding future in the work world.

A notion of central importance to me is that those programs paying for purposeful behavior should become the bridge to massive welfare reform in America, reform that would not subsidize existence, but rather foster a more productive life style.

Are the seeds germinating for an entirely new approach to social assistance programs? Can the token experiments being conducted in Manpower training programs, Office of Economic Opportunity (OEO) programs, and dozens of other Federal and state efforts in education, community development, and health, blossom into an abolition of the current dole system? Can federal leaders place enough faith in America's unemployed and underemployed to use an education-based social reform program as an alternative to the present social services system?

The answers to these questions should certainly be unqualifiedly in the affirmative. The point is not simply that it's better to get money to the poor while helping them develop skills. This is being done now in many programs with some fair amount of success. The more important question is whether a commitment dare be made to substitute a positively

focused social assistance program for the current program which appears to retard personal growth and foster total dependency. The word "dare" seems most appropriate in that the present condition of social assistance may well be beyond repair.

Federal, state, and local government dollars have created organizations which have become self-perpetuating and vital in the sense that their existance maintains the target population as well as the staggering numbers that are demanded to run the organization. Together, the dolers and the dolees become a reactionary force demanding stability, constancy, certainly defying change.

The courage to force a change is therefore a major issue, an issue that perhaps must be left up to federal legislators and administrations to act on at the most opportune moment, one that causes the fewest waves and reactions.

Vocational educators of all labels and persuasions should begin to consider their role in social assistance reform. Should the position of educational leaders be safe; one of wait and see, then decide and act?

Vocational education has, for years, been able to demonstrate positive results in making employable the segment of the school population that society classified as non-academic, somewhat dull, a concept which the school carefully reinforced.

Welfare recipients trigger a considerable amount of distaste, indignation, even contempt for society's haves. Are the have-nots education's challenge? Are they not a group that would have been education's challenge had they remained in school? Is there another organized force in American education that has demonstrated success with the poor?

If, indeed, education programs under whatever label, be it manpower, W.I.N. or N.A.B. have proven capabilities in developing human potential, they have not, with few exceptions, pushed reform or even been prepared for change.

The time may have arrived for welfare reform. Does education have a position based on its experience? An alternative made for disseminating assistance is to pay the poor for working toward the improvement of their potential. Vocational education represents the vehicle for that alternative.

Is the leadership of education prepared to propose and fight for a large scale federal living-training subsidy program for the poor? We know that massive commitments have been made in the past and have been declared successful. The G.I. bill following World War II, Korea, and

Vietnam are examples. In these programs, billions were spent to provide minimal living allowances while the G.I. acquired the education of his choice.

Perhaps we need to view the poor as veterans of an experience in this capitalistic economy as grave as violent combat. The difference between the two may only be that the poor must battle all their lives while the warrior serves only two to four years of torment.

Each G.I. received an entitlement, why couldn't each victim of the welfare system have an entitlement for use as he determined most beneficial to his own development.

It's time for educators to articulate action solutions to problems. Problem areas that are not within the comfortable parameters of education, but those affecting society at large.

HUMANISTIC EDUCATION

by
Lawrence A. Johannsen

To expound on humanism and assume that an anthropocentric orientation is valid as a substitute for theology is as false and as rigid in its own approach, in my mind, as were the medieval church and its philosophies which humanism tries to replace.

The reassessment of "our reckless plunge into a scientific and technological world" is an attempt to blame an area of human endeavor that has tried to fill the void left by sociological and psychological seers of the past decades, seers who promised so much in the curing of humanities' ills but produced so little. When, and if, the humanist leaders can change the direction of human effort and the goals of the masses to a more simple, relaxed, and enjoyable relationship with their fellow man (without the destruction of the society) and promulgate a helpful, cheerful, and happy alternative in place of the dreary pessimistic and stochastic antiestablishment regimentation they have shown me, I will welcome the change and work toward their ends and make their goals my goals.

I welcome the iconoclastic enthusiasm with which the humanist faculty and students strive to break down and destroy the present system. But, until the results achieved by their methods have shown attainment or at least movement toward the attainment of the goals of a richer, fuller, and happier life for all people, I find no alternative but to work toward these goals in my own scientific and technologic way.

The philosophic concern of the religious humanists, the rejection of contemporary reality, is little more than a rejection of the reigning scientific-mechanistic view of reality. To paraphrase Plato:

> - the philosopher is one who helps men to judge rationally on matters of judgement because they cannot be settled by empirical investigation. A philosopher may have a view and may try to recommend it--but he must not become a propagandist for it--attempt to see what is involved in accepting or rejecting some opinion--its objective is to prevent people from swallowing theories, whether novel or common-sensical without first taking a good look.

Why the attacks on science and technology? I submit that the technologists are in reality the more humanistic. I base my stand on the proposition that they provide the where-with-all of goods and services to give the populace freedom from want enabling them to pursue such individualistic endeavors as they desire. Without the continuing

OE 008 670

interest and concern of the technologists, this freedom is impossible.

I follow the tenants of William Torrey Harris, who believed that:

> Whether ten thousand people are killed in one day in a modern war--or one person is killed in anger with a club, the morality is the same.

and the story credited to George Bernard Shaw:

> George Bernard Shaw was supposed to have asked of a chorus girl, 'Would you go to bed with me for one million dollars?" When she was agreeable, he then asked, 'Would you go to bed with me for two dollars?" She answered, ''Why no, what do you think I am?" Shaw responded, 'We have already established what you are, we are now dickering over the price."

The evil is not the technology that produced the tools to allow man to kill a larger number of people, but the social conditions controlled by the manipulators of human thought and reason.

If humanists or moralists wish to change the way in which the world is run, they must go to the root of the problem, certainly not to the scientist for his products are amoral or humanistic.

The problems of the techological or scientific-mechanistic age are caused by the lack of proper utilization of the benefits for all --rather than just some. Individually, as well as in the over-all society, each person must have the right and ability to acquire the knowledge to provide for himself. The advances and the developments of automation must work for the good of all mankind, not just a few. All men must have a gainful source of income. All men must have the free time for and availability of cultural pursuits. An equalization of work and free time must be balanced between all people. Some individuals must not be parasites on the rest of humanity.

All people must be trained in the culture of the society, not just the few. All men must be trained for the world of work, not just the few.